

House File 215

S-3106

Amend House File 215, as amended, passed, and reprinted by the House, as follows:

1. By striking everything after the enacting clause and inserting:

<DIVISION I

INSTRUCTIONAL HOURS

Section 1. Section 256.7, subsection 19, Code 2013, is amended to read as follows:

19. ~~Define the minimum school day as a day consisting of five and one-half hours of instructional time for grades one through twelve. The minimum days or hours as time that shall be exclusive of the lunch period, but may include passing time between classes. Time spent on parent-teacher conferences shall be considered instructional time. A school or school district may record a day of school with less than the minimum instructional hours as a minimum school day if any of the following apply:~~

~~a. If emergency health or safety factors require the late arrival or early dismissal of students on a specific day.~~

~~b. If the total hours of instructional school time for grades one through twelve for any five consecutive school days equal a minimum of twenty-seven and one-half hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the professional instructional staff or because parent-teacher conferences have been scheduled beyond the regular school day. Furthermore, if the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, a school or school district may record zero hours of instructional time on the fifth consecutive school day as a minimum school day.~~

Sec. 2. Section 256F.4, subsection 5, Code 2013, is amended to read as follows:

5. A charter school or innovation zone school shall provide instruction for at least the number of days or hours required by section 279.10, subsection 1, ~~or shall provide at least the equivalent number of total hours.~~

Sec. 3. Section 279.10, subsection 1, Code 2013, is amended to read as follows:

1. The school year for each school district and accredited nonpublic school shall begin on the first day of July 1 and each regularly established elementary and secondary school shall begin no sooner than a day

1 during the calendar week in which the first day of
2 September falls but no later than the first Monday
3 in December. However, if the first day of September
4 falls on a Sunday, school may begin on a day during
5 the calendar week which immediately precedes the
6 first day of September. ~~School shall continue for~~
7 ~~at least one hundred eighty days, except as provided~~
8 ~~in subsection 3, and may be maintained~~ The school
9 calendar shall include not less than one hundred
10 eighty days, except as provided in subsection 3,
11 or one thousand eighty hours of instruction during
12 the entire calendar year. However, if The board of
13 directors of a school district and the authorities in
14 charge of an accredited nonpublic school shall set the
15 number of days or hours of required attendance for the
16 school year as provided in section 299.1, subsection
17 2, but the board of directors of a school district
18 shall hold a public hearing on any proposed school
19 calendar prior to adopting the school calendar. If the
20 board of directors of a district or the authorities
21 in charge of an accredited nonpublic school extends
22 the school calendar because inclement weather caused
23 the school district or accredited nonpublic school to
24 temporarily close school during the regular school
25 calendar, the school district or accredited nonpublic
26 school may excuse a graduating senior who has met
27 district or school requirements for graduation from
28 attendance during the extended school calendar. A
29 school corporation may begin employment of personnel
30 for in-service training and development purposes before
31 the date to begin elementary and secondary school.

32 Sec. 4. Section 279.10, subsection 2, Code 2013, is
33 amended to read as follows:

34 2. The board of directors shall hold a public
35 hearing on any proposal relating to the school calendar
36 prior to submitting it to the department of education
37 for approval.

38 Sec. 5. Section 299.1, subsection 2, Code 2013, is
39 amended to read as follows:

40 2. The board of directors of a public school
41 district or the governing body of an accredited
42 nonpublic school shall set the number of days or
43 hours of required attendance for the schools under
44 its control. The board of directors of a public
45 school district or the governing body of an accredited
46 nonpublic school may, by resolution, require attendance
47 for the entire time when the schools are in session in
48 any school year and adopt a policy or rules relating
49 to the reasons considered to be valid or acceptable
50 excuses for absence from school.

1 Sec. 6. Section 299.4, subsection 1, Code 2013, is
2 amended to read as follows:

3 1. The parent, guardian, or legal custodian of a
4 child who is of compulsory attendance age, who places
5 the child under competent private instruction under
6 either section 299A.2 or 299A.3, not in an accredited
7 school or a home school assistance program operated by
8 a school district or accredited nonpublic school, shall
9 furnish a report in duplicate on forms provided by the
10 public school district, to the district by the ~~earliest~~
11 ~~starting date specified in section 279.10, subsection 1~~
12 September 1 of the school year in which the child will
13 be under competent private instruction. The secretary
14 shall retain and file one copy and forward the other
15 copy to the district's area education agency. The
16 report shall state the name and age of the child, the
17 period of time during which the child has been or will
18 be under competent private instruction for the year,
19 an outline of the course of study, texts used, and
20 the name and address of the instructor. The parent,
21 guardian, or legal custodian of a child, who is placing
22 the child under competent private instruction for
23 the first time, shall also provide the district with
24 evidence that the child has had the immunizations
25 required under section 139A.8, and, if the child is
26 elementary school age, a blood lead test in accordance
27 with section 135.105D. The term "*outline of course of*
28 *study*" shall include subjects covered, lesson plans,
29 and time spent on the areas of study.

30 Sec. 7. EFFECTIVE DATE. This division of this Act
31 takes effect July 1, 2014.

32 DIVISION II

33 IOWA ONLINE INITIATIVE — FEES

34 Sec. 8. Section 256.42, Code 2013, is amended by
35 adding the following new subsection:

36 NEW SUBSECTION. 8. a. Beginning July 1, 2016,
37 the department shall establish fees payable by
38 school districts and accredited nonpublic schools
39 participating in the initiative. Fees collected
40 pursuant to this subsection shall be deposited in the
41 general fund of the state and shall be established
42 so as not to exceed the cost of administering this
43 section.

44 b. Costs of administering this section include
45 the costs of providing professional development
46 necessary to prepare teachers to participate in
47 the initiative, providing supervision of usage of
48 the initiative by licensed teachers, acquiring and
49 maintaining equipment and services necessary for use of
50 the initiative, facilitating access to the initiative

1 by school districts and accredited nonpublic schools,
2 and necessary recordkeeping and accounting. Costs of
3 administering this section do not include any of the
4 following:

- 5 (1) Costs of course development.
- 6 (2) Costs of purchasing access to course materials
- 7 unless such costs are charged on the basis of usage.

8 DIVISION III

9 TRAINING AND EMPLOYMENT OF TEACHERS

10 Sec. 9. NEW SECTION. 256.96 Online state job
11 posting system.

12 1. The department shall provide for the operation
13 of an online state job posting system. The system
14 shall be designed and implemented for the online
15 posting of job openings offered by school districts,
16 charter schools, area education agencies, the
17 department, and accredited nonpublic schools. The
18 system shall be accessible via the department's
19 internet site. The system shall include a mechanism
20 for the electronic submission of job openings for
21 posting on the system as provided in subsection 2.
22 The system and each job posting on the system shall
23 include a statement that an employer submitting a job
24 opening for posting on the system will not discriminate
25 in hiring on the basis of race, ethnicity, national
26 origin, gender, age, physical disability, sexual
27 orientation, gender identity, religion, marital status,
28 or status as a veteran. The department may contract
29 for, or partner with another entity for, the use of an
30 existing internet site to operate the online state job
31 posting system if the existing internet site is more
32 effective and economical than the department's internet
33 site.

34 2. A school district, charter school, or area
35 education agency shall submit all of its job openings
36 to the department for posting on the system. The
37 department shall post all of its job openings on the
38 system. An accredited nonpublic school may submit job
39 openings to the department for posting on the system.

40 3. This section shall not be construed to do any of
41 the following:

42 a. Prohibit any employer from advertising job
43 openings and recruiting employees independently of the
44 system.

45 b. Prohibit any employer from using another method
46 of advertising job openings or another applicant
47 tracking system in addition to the system.

48 c. Provide the department with any regulatory
49 authority in the hiring process or hiring decisions of
50 any employer other than the department.

1 Sec. 10. NEW SECTION. 261.110 Teach Iowa scholar
2 program.

3 1. Contingent on a specific appropriation for these
4 purposes, a teach Iowa scholar program is established
5 to provide teach Iowa scholar grants to selected
6 high-caliber teachers. The commission shall administer
7 the program in consultation with the department of
8 education.

9 2. An Iowa resident applicant shall be eligible
10 for a teach Iowa scholar grant if the applicant meets
11 all of the criteria specified under, or established in
12 accordance with, subsection 3.

13 3. Criteria for eligibility shall be established by
14 the commission and shall include but are not limited
15 to the following:

16 a. The applicant was in the top twenty-five percent
17 academically of students exiting a teacher preparation
18 program approved by the state board of education
19 pursuant to section 256.7, subsection 3, or a similar
20 teacher preparation program in another state, had
21 earned other comparable academic credentials, or had
22 achieved comparable assessment scores.

23 b. The applicant is preparing to teach in fields
24 including but not limited to science, technology,
25 engineering, or mathematics; English as a second
26 language or special education instruction; or is
27 preparing to teach in a hard-to-staff subject as
28 identified by the department. The department shall
29 take into account the varying regional needs in the
30 state for teachers in these subject areas when applying
31 the criterion of this paragraph. The department shall
32 annually identify and designate hard-to-staff subjects
33 for the purpose of this paragraph. The eligibility
34 of an applicant who receives a teach Iowa scholar
35 grant and who is preparing to teach in a hard-to-staff
36 subject as identified by the department shall not be
37 affected in subsequent years if the department does not
38 continue to identify that subject as a hard-to-staff
39 subject.

40 4. A selected applicant who meets all of the
41 eligibility requirements of this section shall be
42 eligible for a teach Iowa scholar grant for each year
43 of full-time employment completed in this state as a
44 teacher for a school district, charter school, area
45 education agency, or accredited nonpublic school. A
46 teach Iowa scholar grant shall not exceed four thousand
47 dollars per year per recipient. Grants awarded under
48 this section shall not exceed a total of twenty
49 thousand dollars per recipient over a five-year period.

50 5. The commission shall adopt rules pursuant to

1 chapter 17A to administer this section. The rules
2 shall include but shall not be limited to a process
3 for use by the commission to determine which eligible
4 applicants will receive teach Iowa scholar grants.
5 6. A teach Iowa scholar fund is established in the
6 state treasury. The fund shall be administered by the
7 commission and shall consist of moneys appropriated by
8 the general assembly and any other moneys received by
9 the commission for deposit in the fund.

10 DIVISION IV

11 TEACHER AND ADMINISTRATOR MATTERS

12 Sec. 11. Section 256.9, subsection 51, Code 2013,
13 is amended to read as follows:

14 51. Develop, and periodically review and
15 revise as necessary, with significant input from
16 Iowa administrators, Iowa standards for school
17 administrators, including knowledge and skill
18 criteria, and develop, based on the Iowa standards
19 for administrators, mentoring and induction,
20 evaluation processes, and professional development
21 plans pursuant to chapter 284A. The standards shall
22 align with nationally accepted school administrator
23 standards, and be designed specifically for purposes
24 of chapters 272 and 284A. The criteria shall further
25 define the characteristics of quality administrators
26 as established by the Iowa standards for school
27 administrators.

28 Sec. 12. Section 256.9, Code 2013, is amended by
29 adding the following new subsection:

30 NEW SUBSECTION. 63. a. Develop and implement a
31 coaching and support system for teachers aligned with
32 the state models and comparable systems approved as
33 provided in section 284.15.

34 b. Develop and implement a coaching and support
35 system for administrators aligned with the beginning
36 administrator mentoring and induction program created
37 pursuant to section 284A.5.

38 Sec. 13. Section 284.8, subsection 1, Code 2013, is
39 amended to read as follows:

40 1. a. A school district shall provide for an
41 annual review of each teacher's performance for
42 purposes of assisting teachers in making continuous
43 improvement, developing skills to enrich a teacher's
44 professional life while increasing student learning,
45 documenting continued competence in the Iowa teaching
46 standards, identifying teachers in need of improvement,
47 or to determine determining whether the teacher's
48 practice meets school district expectations for
49 career advancement in accordance with ~~section 284.7~~
50 this chapter. The review shall include, at minimum,

1 classroom observation of the teacher, the teacher's
2 progress, and implementation of the teacher's
3 individual professional development plan, subject
4 to the level of resources provided to implement the
5 plan; and shall include supporting documentation from
6 parents, students, and other teachers.

7 b. The first and second year of review shall
8 be conducted by a peer group of at least three but
9 not more than six teachers selected by the building
10 principal in consultation with teachers and the
11 building's certified bargaining representative, if
12 any. Each teacher shall be assigned to a peer group
13 and shall receive adequate training prior to conducting
14 a peer group review. A teacher who participates in a
15 peer group review shall be provided release time for
16 the training and for the time spent in conducting the
17 peer group review. If the process requires that a
18 participating teacher work beyond regular hours, the
19 teacher shall be paid the teacher's per diem rate.
20 The peer group shall be established to reflect common
21 grade level, subject matter expertise, curriculum, and
22 proximity or other previously established grouping
23 of individuals employed to provide instruction to
24 students. The peer group shall review all of the peer
25 group members. Peer group reviews shall be supportive
26 and formative and shall be conducted on an informal,
27 confidential, collaborative basis that is focused
28 on assisting each peer group member in achieving
29 the goals of the teacher's individual professional
30 development plan. If a conflict develops between
31 persons participating in a peer group review, an effort
32 shall be made to mediate the conflict.

33 c. Peer group reviews shall not be the basis for
34 recommending that a teacher participate in an intensive
35 assistance program, and shall not be used to determine
36 the compensation, promotion, layoff, or termination
37 of a teacher, or any other determination affecting a
38 teacher's employment status. However, as a result of a
39 peer group review, a teacher may elect to participate
40 in an intensive assistance program.

41 d. Members of the peer group shall be reviewed
42 every third year by at least one evaluator certified in
43 accordance with section 284.10.

44 e. The teacher who is the subject of a peer review
45 shall have exclusive right to all documentation created
46 as a result of the peer group review process. Content
47 of a peer group review shall not be incorporated into a
48 summative evaluation.

49 DIVISION V
50 IOWA TEACHER CAREER AND COMPENSATION MATTERS

1 Sec. 14. Section 257.1, subsection 2, paragraph b,
2 Code 2013, is amended to read as follows:

3 b. For the budget year commencing July 1, 1999,
4 and for each succeeding budget year the regular
5 program foundation base per pupil is eighty-seven
6 and five-tenths percent of the regular program state
7 cost per pupil. For the budget year commencing July
8 1, 1991, and for each succeeding budget year the
9 special education support services foundation base is
10 seventy-nine percent of the special education support
11 services state cost per pupil. The combined foundation
12 base is the sum of the regular program foundation base,
13 the special education support services foundation base,
14 the total teacher salary supplement district cost, the
15 total professional development supplement district
16 cost, the total early intervention supplement district
17 cost, the total teacher leadership supplement district
18 cost, the total area education agency teacher salary
19 supplement district cost, and the total area education
20 agency professional development supplement district
21 cost.

22 Sec. 15. Section 257.1, subsection 3, Code 2013, is
23 amended to read as follows:

24 3. *Computations rounded.* In making computations
25 and payments under this chapter, except in the case of
26 computations relating to funding of special education
27 support services, media services, and educational
28 services provided through the area education agencies,
29 and the teacher salary supplement, the professional
30 development supplement, ~~and the early intervention~~
31 supplement, and the teacher leadership supplement, the
32 department of management shall round amounts to the
33 nearest whole dollar.

34 Sec. 16. Section 257.4, subsection 1, paragraph
35 a, Code 2013, is amended by adding the following new
36 subparagraph:

37 NEW SUBPARAGRAPH. (8) The total teacher leadership
38 supplement district cost.

39 Sec. 17. Section 257.8, subsection 2, Code 2013, is
40 amended to read as follows:

41 2. *Categorical state percent of growth.* The
42 categorical state percent of growth for the budget
43 year beginning July 1, 2010, is two percent. The
44 categorical state percent of growth for the budget
45 year beginning July 1, 2012, is two percent. The
46 categorical state percent of growth for each budget
47 year shall be established by statute which shall
48 be enacted within thirty days of the submission in
49 the year preceding the base year of the governor's
50 budget under section 8.21. The establishment of the

1 categorical state percent of growth for a budget year
2 shall be the only subject matter of the bill which
3 enacts the categorical state percent of growth for a
4 budget year. The categorical state percent of growth
5 may include state percents of growth for the teacher
6 salary supplement, the professional development
7 supplement, and the early intervention supplement, and
8 the teacher leadership supplement.

9 Sec. 18. Section 257.9, Code 2013, is amended by
10 adding the following new subsection:

11 NEW SUBSECTION. 11. *Teacher leadership supplement*
12 *state cost per pupil.* For the budget year beginning
13 July 1, 2014, the teacher leadership supplement state
14 cost per pupil shall be four hundred dollars payable
15 to the school districts implementing a state model
16 or comparable system approved as provided in section
17 284.15. The teacher leadership supplement state cost
18 per pupil for the budget year beginning July 1, 2015,
19 and succeeding budget years, shall be the teacher
20 leadership supplement state cost per pupil for the
21 base year plus an allowable growth amount that is
22 equal to the teacher leadership supplement categorical
23 state percent of growth, pursuant to section 257.8,
24 subsection 2, for the budget year, multiplied by the
25 teacher leadership supplement state cost per pupil for
26 the base year.

27 Sec. 19. Section 257.10, subsection 8, paragraph a,
28 Code 2013, is amended to read as follows:

29 a. Combined district cost is the sum of the regular
30 program district cost per pupil multiplied by the
31 weighted enrollment, the special education support
32 services district cost, the total teacher salary
33 supplement district cost, the total professional
34 development supplement district cost, and the total
35 early intervention supplement district cost, and the
36 total teacher leadership supplement district cost, plus
37 the sum of the additional district cost allocated to
38 the district to fund media services and educational
39 services provided through the area education agency,
40 the area education agency total teacher salary
41 supplement district cost and the area education agency
42 total professional development supplement district
43 cost.

44 Sec. 20. Section 257.10, Code 2013, is amended by
45 adding the following new subsection:

46 NEW SUBSECTION. 12. *Teacher leadership supplement*
47 *cost per pupil and district cost.*

48 a. For the budget year beginning July 1, 2014, the
49 teacher leadership supplement district cost per pupil
50 shall be four hundred dollars. For the budget year

1 beginning July 1, 2015, and succeeding budget years,
2 the teacher leadership supplement district cost per
3 pupil for each school district for a budget year is the
4 teacher leadership supplement program district cost per
5 pupil for the base year plus the teacher leadership
6 supplement state allowable growth amount for the budget
7 year.

8 *b.* For the budget year beginning July 1, 2015,
9 and succeeding budget years, if the department of
10 management determines that the unadjusted teacher
11 leadership supplement district cost of a school
12 district for a budget year is less than one hundred
13 percent of the unadjusted teacher leadership
14 supplement district cost for the base year for the
15 school district, the school district shall receive a
16 budget adjustment for that budget year equal to the
17 difference.

18 *c.* (1) The unadjusted teacher leadership
19 supplement district cost is the teacher leadership
20 supplement district cost per pupil for each school
21 district for a budget year multiplied by the budget
22 enrollment for that school district.

23 (2) The total teacher leadership supplement
24 district cost is the sum of the unadjusted teacher
25 leadership supplement district cost plus the budget
26 adjustment for that budget year.

27 *d.* For the budget year beginning July 1, 2014,
28 and succeeding budget years, the use of the funds
29 calculated under this subsection shall comply with the
30 requirements of chapter 284 and shall be distributed
31 to teachers pursuant to section 284.15 and to pay
32 salary supplements to teachers assigned to leadership
33 roles, to increase the percentages of teachers
34 assigned to leadership roles, to increase the minimum
35 teacher salaries, to cover the costs for the time when
36 teachers assigned to leadership roles are not providing
37 instruction to students in a classroom, for coverage
38 of a classroom when an initial or career teacher is
39 observing or coteaching with a teacher assigned to a
40 leadership role, for professional development time to
41 learn best practices associated with the leadership
42 process, for other costs associated with a comparable
43 system pursuant to section 284.15, and to accomplish
44 goals that include improving instruction and elevating
45 the quality of teaching and student learning.

46 Sec. 21. Section 257.16, subsection 4, Code 2013,
47 is amended to read as follows:

48 4. Notwithstanding any provision to the contrary,
49 if the governor orders budget reductions in accordance
50 with section 8.31, the teacher salary supplement

1 district cost, the professional development supplement
2 district cost, ~~and~~ the early intervention supplement
3 district cost, ~~and~~ the teacher leadership supplement
4 district cost as calculated under section 257.10,
5 subsections 9, 10, ~~and~~ 11, and 12, and the area
6 education agency teacher salary supplement district
7 cost and the area education agency professional
8 development supplement district cost as calculated
9 under section 257.37A, subsections 1 and 2, shall be
10 paid in full as calculated and the reductions in the
11 appropriations provided in accordance with this section
12 shall be reduced from the remaining moneys appropriated
13 pursuant to this section and shall be distributed on a
14 per pupil basis calculated with the weighted enrollment
15 determined in accordance with section 257.6, subsection
16 5.

17 Sec. 22. Section 284.2, subsections 1 and 8, Code
18 2013, are amended to read as follows:

19 1. *"Beginning teacher"* means an individual serving
20 under an initial or intern license, issued ~~by the board~~
21 ~~of educational examiners~~ under chapter 272, who is
22 assuming a position as a teacher. *"Beginning teacher"*
23 includes an individual who is an initial teacher.
24 For purposes of the beginning teacher mentoring
25 and induction program created pursuant to section
26 284.5, *"beginning teacher"* also includes preschool
27 teachers who are licensed ~~by the board of educational~~
28 ~~examiners~~ under chapter 272 and are employed by a
29 school district or area education agency. *"Beginning*
30 *teacher"* does not include a teacher whose employment
31 with a school district or area education agency is
32 probationary unless the teacher is serving under an
33 initial or teacher intern license issued ~~by the board~~
34 ~~of educational examiners~~ under chapter 272.

35 8. *"Performance review"* means a summative evaluation
36 of a teacher other than a beginning teacher ~~and that is~~
37 used to determine whether the teacher's practice meets
38 school district expectations and the Iowa teaching
39 standards, and to determine whether the teacher's
40 practice meets school district expectations for career
41 advancement in accordance with ~~section 284.7~~ this
42 chapter.

43 Sec. 23. Section 284.3, subsection 2, paragraph a,
44 Code 2013, is amended to read as follows:

45 a. For purposes of comprehensive evaluations ~~for,~~
46 standards and criteria which measure a beginning
47 teachers required to allow beginning teachers to
48 progress to career teachers, standards and criteria
49 that are teacher's performance against the Iowa
50 teaching standards specified in subsection 1, and the

1 criteria for the Iowa teaching standards developed
2 by the department in accordance with section 256.9,
3 subsection 46, to determine whether the teacher's
4 practice meets the requirements specified for a career
5 teacher. These standards and criteria shall be set
6 forth in an instrument provided by the department. The
7 comprehensive evaluation and instrument are not subject
8 to negotiations or grievance procedures pursuant
9 to chapter 20 or determinations made by the board
10 of directors under section 279.14. A local school
11 board and its certified bargaining representative may
12 negotiate, pursuant to chapter 20, evaluation and
13 grievance procedures for beginning teachers that are
14 not in conflict with this chapter. If, in accordance
15 with section 279.19, a beginning teacher appeals the
16 determination of a school board to an adjudicator under
17 section 279.17, the adjudicator selected shall have
18 successfully completed training related to the Iowa
19 teacher standards, the criteria adopted by the state
20 board of education in accordance with subsection 3, and
21 any additional training required under rules adopted by
22 the public employment relations board in cooperation
23 with the state board of education.

24 Sec. 24. Section 284.3A, subsection 2, paragraph a,
25 Code 2013, is amended to read as follows:

26 a. For the school budget year beginning July 1,
27 2010, and each succeeding school year, school districts
28 and area education agencies shall combine payments made
29 to teachers under sections 257.10 and 257.37A with
30 regular wages to create a combined salary. The teacher
31 contract issued under section 279.13 must include
32 the combined salary. If a school district or area
33 education agency uses a salary schedule, a combined
34 salary schedule shall be used for regular wages and
35 for distribution of payments under sections 257.10 and
36 257.37A, incorporating the salary minimums ~~required in~~
37 ~~section 284.7 in accordance with this chapter.~~ The
38 combined salary schedule must use only the combined
39 salary and cannot differentiate regular salaries and
40 distribution of payments under sections 257.10 and
41 257.37A.

42 Sec. 25. Section 284.5, subsection 4, Code 2013, is
43 amended to read as follows:

44 4. Each school district and area education
45 agency shall develop an ~~initial beginning teacher~~
46 ~~mentoring and induction~~ a plan for the program. A
47 school district shall include its plan in the school
48 district's comprehensive school improvement plan
49 submitted pursuant to section 256.7, subsection 21.
50 The ~~beginning teacher mentoring and induction~~ plan

1 shall, at a minimum, provide for a two-year sequence
2 of induction program content and activities to support
3 the Iowa teaching standards and beginning teacher
4 professional and personal needs; mentor training
5 that includes, at a minimum, skills of classroom
6 demonstration and coaching, and district expectations
7 for beginning teacher competence on Iowa teaching
8 standards; placement of mentors and beginning teachers;
9 the process for dissolving mentor and beginning teacher
10 partnerships; district organizational support for
11 release time for mentors and beginning teachers to
12 plan, provide demonstration of classroom practices,
13 observe teaching, and provide feedback; structure
14 for mentor selection and assignment of mentors to
15 beginning teachers; a district facilitator; and
16 program evaluation. In addition, for beginning
17 prekindergarten through grade three teachers, the plan
18 shall provide that such a teacher shall be mentored
19 in the teacher's classroom by a skilled mentor, and
20 the plan for mentoring such teachers shall incorporate
21 any recommendations offered by the Iowa reading
22 research center established pursuant to section 256.9,
23 subsection 53, paragraph "c".

24 Sec. 26. Section 284.6, subsection 8, Code 2013, is
25 amended to read as follows:

26 8. For each year in which a school district
27 receives funds calculated and paid to school
28 districts for professional development pursuant to
29 section 257.10, subsection 10, or section 257.37A,
30 subsection 2, the school district shall create quality
31 professional development opportunities. Not less
32 than thirty-six hours in the school calendar, held
33 outside of the minimum school day, shall be set aside
34 during nonpreparation time or designated professional
35 development time to allow practitioners to collaborate
36 with each other to deliver educational programs and
37 assess student learning, or to engage in peer group
38 review pursuant to section 284.8, subsection 1. ~~The~~
39 ~~goal for the use of the funds is to provide one~~
40 ~~additional contract day or the equivalent thereof~~
41 ~~for professional development and use of the funds is~~
42 ~~limited~~ may be used to providing provide professional
43 development to teachers, including additional salaries
44 for time beyond the normal negotiated agreement; pay
45 for substitute teachers, professional development
46 materials, speakers, and professional development
47 content; and costs associated with implementing the
48 individual professional development plans. The use of
49 the funds shall be balanced between school district,
50 attendance center, and individual professional

1 development plans, making every reasonable effort to
2 provide equal access to all teachers.

3 Sec. 27. Section 284.7, subsection 1, paragraph
4 a, subparagraph (2), Code 2013, is amended to read as
5 follows:

6 ~~(2) Beginning July 1, 2008 Except as provided in~~
7 ~~a state model or comparable system approved pursuant~~
8 ~~to section 284.15, the minimum salary for a beginning~~
9 ~~teacher shall be twenty-eight thousand dollars.~~

10 Sec. 28. Section 284.7, subsection 1, paragraph
11 b, subparagraph (2), Code 2013, is amended to read as
12 follows:

13 ~~(2) Beginning July 1, 2008 Except as provided in~~
14 ~~a state model or comparable system approved pursuant~~
15 ~~to section 284.15, the minimum salary for a first-year~~
16 ~~career teacher shall be thirty thousand dollars.~~

17 Sec. 29. Section 284.7, subsection 5, Code 2013,
18 is amended by striking the subsection and inserting in
19 lieu thereof the following:

20 5. This section is repealed July 1, 2016.

21 Sec. 30. **NEW SECTION. 284.11 State supplemental**
22 **assistance for teachers in high-need schools.**

23 1. *Findings and intent.* The general assembly finds
24 that Iowa school districts need to be more competitive
25 in recruiting and retaining talented teachers to teach
26 in high-need schools. Therefore, it is the intent
27 of the general assembly to encourage school districts
28 to provide supplemental assistance to teachers to
29 teach in high-need schools. This section provides for
30 state assistance to allow school districts to provide
31 supplemental assistance to motivate teachers to teach
32 in high-need schools.

33 2. *Department's responsibilities.* Contingent
34 on a specific appropriation for these purposes, the
35 department shall do the following:

36 a. Collect relevant data and establish a list of
37 high-need schools eligible for state supplemental
38 assistance. The department shall establish a process
39 and criteria to determine which schools are placed
40 on the list and the department shall revise the list
41 annually. Criteria for the determination of which
42 high-need schools shall be placed on the list shall be
43 based upon factors that include but are not limited
44 to the socioeconomic status of the students enrolled
45 in the school, the percentage of the school's student
46 body who are limited English proficient students,
47 student academic growth, certified instructional staff
48 attrition, and geographic balance. The department
49 may approve or disapprove requests for revision of
50 the list, which a school district submits pursuant to

1 subsection 3.

2 **b.** Develop a standardized process for distributing
3 any moneys appropriated for supplemental assistance
4 for high-need schools. In determining the process for
5 distribution of such moneys, the department shall take
6 into consideration the amount of moneys appropriated
7 for supplemental assistance for teachers in high-need
8 schools for the given year and the minimal amount of
9 moneys needed per teacher to provide an incentive for
10 a teacher to accept a teaching position in a high-need
11 school. A school district receiving moneys pursuant to
12 this section shall certify annually to the department
13 how the moneys distributed to the school district
14 pursuant to this section were used by the school
15 district.

16 **c.** Review the use and effectiveness of the funds
17 distributed to school districts for supplemental
18 assistance for teachers in high-need schools under this
19 section. The department shall submit its findings and
20 recommendations in a report to the general assembly by
21 January 15 annually.

22 **3. *School district request for approval.*** A school
23 district may request on an annual basis approval from
24 the department for additions to the list of high-need
25 schools the department maintains pursuant to subsection
26 2 based upon the unique local conditions and needs of
27 the school district. The criteria used to determine
28 the placement of high-need schools on the list in
29 accordance with subsection 2, does not restrict the
30 department from adding a high-need school to the list
31 as requested by a school district on the basis of
32 unique local conditions and needs pursuant to this
33 subsection.

34 **4. *Eligibility.*** Teachers of all subjects taught in
35 a school included in the department's list of high-need
36 schools shall be eligible to receive supplemental
37 assistance offered in accordance with this section.
38 Notwithstanding any provision of law to the contrary,
39 the department's determination of state supplemental
40 assistance for teachers in high-need schools is not
41 subject to appeal.

42 **Sec. 31. NEW SECTION. 284.15 Career path,**
43 **leadership role, and compensation model and comparable**
44 **system requirements.**

45 **1. *Common provisions for models and comparable***
46 ***systems.*** Except as otherwise provided in this section,
47 all models specified in sections 284.16, 284.17,
48 and 284.18, and any comparable system described in
49 section 284.19, shall be approved under subsection
50 12, shall meet the requirements of this section, and

1 shall provide for a minimum salary and a residency as
2 provided in section 284.16, subsection 2, paragraph
3 "a".

4 2. *Salary supplements and appeal.* The salary
5 supplement received by teachers pursuant to section
6 257.10, subsection 12, shall fully cover the salary
7 costs of any additional contract days required of
8 teachers under a state model or comparable system
9 approved pursuant to this section. If a teacher
10 ends or completes a leadership role assignment, the
11 teacher shall no longer receive a salary supplement for
12 performance in a leadership role unless the teacher
13 is issued a new contract for assignment in another
14 leadership role. Notwithstanding any provision of
15 law to the contrary, the determinations of salary
16 supplements paid from moneys received pursuant to
17 section 257.10, subsection 12, are not subject to
18 appeal.

19 3. *Review councils.* The school board implementing
20 a state model pursuant to section 284.16, 284.17, or
21 284.18, shall appoint a site-based review council
22 if the school district has a certified enrollment of
23 six hundred or more students, or a district-based
24 review council if the school district has a certified
25 enrollment of less than six hundred students.

26 a. Each council shall be comprised of equal numbers
27 of teachers and administrators. Teacher members
28 shall include teachers who have been nominated by
29 the certified employee organization that represents
30 the school district's teachers, if such organization
31 exists, or, if such organization does not exist, by a
32 teacher quality committee.

33 b. The council shall accept and review
34 applications for initial or renewal leadership role
35 assignments which are submitted to the school's
36 or school district's administration and shall make
37 recommendations regarding the applications to the
38 superintendent of the school district. In developing
39 recommendations, the council shall utilize measures
40 of teacher effectiveness and professional growth,
41 consider the needs of the school district, and review
42 the performance and professional development of the
43 applicants. Any teacher recommended by a review
44 council for assignment or reassignment in a leadership
45 role shall have demonstrated to the council's
46 satisfaction competency on the Iowa teaching standards
47 as set forth in section 284.3.

48 4. *Leadership role assignment.* An assignment to a
49 teacher leadership role pursuant to this chapter shall
50 be subject to review by the school's or the school

1 district's administration, in consultation with the
2 review council, at least annually. The review shall
3 include peer feedback on the effectiveness of the
4 teacher's performance of duty specific to the teacher's
5 leadership role. A teacher who completes the time
6 period of assignment in a teacher leadership role
7 may submit to the school's or the school district's
8 administration an application for assignment in a
9 new role or for reassignment as appropriate. The
10 administration shall share the application with the
11 review council constituted pursuant to subsection 3,
12 paragraph "a".

13 5. *Status quo.* A teacher employed in a school
14 district shall not receive less compensation in that
15 district than the teacher received in the school year
16 preceding participation, as set forth in section 284.4,
17 due to implementation of a state model or comparable
18 system approved pursuant to this section. A teacher
19 who achieves national board for professional teaching
20 standards certification and meets the requirements of
21 section 256.44 shall continue to receive the award
22 as specified in section 256.44 in addition to the
23 compensation set forth in this chapter.

24 6. *Early implementation.* Prior to July 1, 2016, a
25 school district may apply to the commission on educator
26 leadership and compensation for early implementation
27 of a state model set forth in section 284.16, 284.17,
28 or 284.18, or a comparable system set forth in section
29 284.19. The commission may deny early implementation
30 of an otherwise qualified state model or comparable
31 system if the amount specified for the teacher
32 leadership supplement state cost per pupil pursuant
33 to section 257.9, subsection 11, and amount specified
34 for the teacher leadership supplement district cost
35 per pupil pursuant to section 257.10, subsection 12,
36 is insufficient to fully fund the teacher leadership
37 supplement for all eligible school districts.

38 7. *Implementation.* On or after July 1, 2016, each
39 school district shall implement a state model set forth
40 in section 284.16, 284.17, or 284.18, or a comparable
41 system set forth in section 284.19 for which the school
42 district received approval pursuant to this section.
43 Compliance with this section shall be determined by
44 the accreditation team authorized pursuant to section
45 256.11. A school district shall not be required to
46 fully implement a state model or comparable system
47 pursuant to this section if implementation costs
48 exceed the moneys received by the school district
49 under section 257.10, subsection 12. However, if the
50 school district's implementation costs exceed such

1 funds, the school district shall implement as much
2 of the approved state model or comparable system as
3 reasonably possible, and shall, at a minimum, meet the
4 minimum salary requirements for an Iowa teacher as
5 provided in section 284.16, subsection 2, paragraph
6 "a", subparagraph (1).

7 8. *Approval.* The department shall establish an
8 application process for approval of the implementation
9 of a state model set forth in section 284.16, 284.17,
10 or 284.18, or a comparable system set forth in section
11 284.19, which a school district may implement pursuant
12 to subsection 6, or shall implement in accordance with
13 subsection 7.

14 9. *Teachers emeritus.* A school district is
15 encouraged to utilize appropriately licensed teachers
16 emeritus in the implementation of this section and
17 sections 284.16 through 284.19.

18 10. *Attendance center applicability.* A state model
19 or comparable system approved and implemented by a
20 school district in accordance with this section and
21 sections 284.16 through 284.19 shall be applicable to
22 teachers in every attendance center operated by the
23 school district.

24 11. *Planning grants.* Contingent on a specific
25 appropriation for these purposes, a school district
26 may apply to the commission on educator leadership
27 and compensation established pursuant to subsection
28 12 for a planning grant to design an implementation
29 strategy for a state model set forth in section 284.16,
30 284.17, or 284.18, or a comparable system set forth
31 in section 284.19. The planning grant shall be used
32 to facilitate a local decision-making process that
33 includes representation of administrators, teachers,
34 and parents and guardians of students. The department
35 shall establish and make available an application for
36 the awarding of planning grants for purposes of this
37 subsection.

38 12. *Commission on educator leadership and*
39 *compensation.* The department shall establish, and
40 provide staffing and administrative support for a
41 commission on educator leadership and compensation.
42 The commission shall monitor with fidelity the
43 implementation of the state models and comparable
44 systems by school districts approved pursuant to
45 this section. The commission shall evaluate the
46 applications submitted for approval pursuant to
47 this section and shall approve or disapprove such
48 applications. If the commission disapproves an
49 application, the commission shall specify the reasons
50 for disapproval. A school district that receives

1 approval to implement a state model or comparable
2 system under this section is eligible to receive funds
3 under section 257.10, subsection 12. In addition,
4 the commission shall review the use and effectiveness
5 of the funds distributed to school districts for
6 supplemental assistance to teachers in high-need
7 schools under section 284.11.

8 a. The commission shall be comprised of the
9 following:

10 (1) Five teachers selected by the Iowa state
11 education association.

12 (2) Three administrators selected by the school
13 administrators of Iowa.

14 (3) Two school board members selected by the Iowa
15 association of school boards.

16 (4) Each president or president's designee of
17 the Iowa state education association, the school
18 administrators of Iowa, and the Iowa association of
19 school boards.

20 (5) The director or the director's designee.

21 b. Members shall be appointed to staggered
22 three-year terms which shall begin and end as provided
23 in section 69.19. Appointments shall comply with
24 sections 69.16, 69.16A, and 69.16C. Vacancies on the
25 commission shall be filled in the same manner as the
26 original appointment. A person appointed to fill a
27 vacancy shall serve only for the unexpired portion
28 of the term. Members are entitled to reimbursement
29 of actual expenses incurred in performance of their
30 official duties.

31 c. By December 15 annually, the commission shall
32 submit its findings and any recommendations, including
33 but not limited to any recommendations for changes
34 relating to this section and sections 284.16 through
35 284.19, and for changes to section 284.11 relating to
36 state supplemental assistance to teachers in high-need
37 schools, in a report to the director, the state board,
38 the governor, and the general assembly.

39 13. *Teacher leadership supplement foundation*
40 *aid.* a. Teacher leadership supplement foundation
41 aid calculated under section 257.10, subsection 12,
42 shall be paid as part of the state aid payments made to
43 school districts in accordance with section 257.16.

44 b. Notwithstanding section 284.3A, teacher
45 leadership supplement foundation aid shall not be
46 combined with regular wages to create a combined
47 salary.

48 c. The teacher leadership supplement district cost
49 as calculated under section 257.10, subsection 12, is
50 not subject to a uniform reduction in accordance with

1 section 8.31.

2 *d.* Except as otherwise provided by law for a fiscal
3 year, of the amount appropriated statewide for that
4 fiscal year for payment of the teacher leadership
5 supplement pursuant to section 257.10, subsection 12,
6 the department may use an amount not to exceed five
7 hundred thousand dollars to provide administration and
8 oversight of the state models and comparable systems
9 approved and implemented pursuant to this section and
10 section 284.16, 284.17, 284.18, or 284.19; and to fund
11 up to two full-time equivalent positions which shall be
12 in addition to the number of positions authorized for
13 the fiscal year.

14 Sec. 32. NEW SECTION. 284.16 Teacher leadership
15 framework model.

16 1. *Teacher leadership framework model* —
17 *purposes.* To promote continuous improvement in Iowa's
18 quality teaching workforce and to give Iowa teachers
19 the opportunity for career recognition that reflects
20 the various roles teachers play as educational leaders,
21 a teacher leadership framework model is established
22 for teachers employed by school districts. A teacher
23 employed by an area education agency may be included in
24 a framework model established by a school district if
25 the area education agency and the school district enter
26 into a contract for such purpose. The framework model
27 is designed to accomplish the following goals:

28 *a.* To attract able and promising new teachers by
29 offering competitive starting salaries and offering
30 short-term and long-term professional development and
31 leadership opportunities.

32 *b.* To retain effective teachers by providing
33 enhanced career opportunities.

34 *c.* To promote collaboration by developing and
35 supporting opportunities for teachers in schools and
36 school districts statewide to learn from each other.

37 *d.* To reward professional growth and effective
38 teaching by providing for career opportunities that
39 come with increased leadership responsibilities and
40 involve increased compensation.

41 *e.* To improve student achievement by strengthening
42 instruction.

43 2. *Model requirements.* The teacher leadership
44 framework model requirements shall be as follows:

45 *a. Initial teacher.*

46 (1) The salary for an initial teacher who has
47 successfully completed an approved practitioner
48 preparation program as defined in section 272.1 or
49 holds an initial or intern teacher license issued
50 under chapter 272, and who participates in the initial

1 teacher mentoring and induction program as provided in
2 this chapter, shall be at least thirty-five thousand
3 dollars, which shall also constitute the minimum salary
4 for an Iowa teacher.

5 (2) An initial teacher shall complete a teacher
6 residency during the first year of employment that has
7 all of the following characteristics:

8 (a) Mentoring by a mentor teacher or lead teacher.

9 (b) Sufficient collaboration time for the initial
10 teacher in the residency year to be able to observe and
11 learn from more experienced teachers, mentor teachers,
12 and lead teachers employed by school districts located
13 in this state.

14 (c) A teaching load of not more than seventy-five
15 percent student instruction to allow the initial
16 teacher time for observation and learning.

17 (d) A teaching contract issued under section
18 279.13 that establishes an employment period which
19 is five days longer than that required for career
20 teachers employed by the school district of employment.
21 The five additional contract days shall be used to
22 strengthen instructional leadership in accordance with
23 this section.

24 (e) Frequent observation, evaluation, and
25 professional development opportunities.

26 *b. Career teacher.* A career teacher is a teacher
27 who meets the requirements of section 284.17,
28 subsection 1, paragraph "b", subparagraph (1).
29 Beginning July 1, 2014, the minimum salary for a
30 first-year career teacher shall be thirty-seven
31 thousand dollars.

32 *c. Model teacher.* A model teacher is a teacher
33 who meets the requirements of paragraph "b", has met
34 the requirements established by the school district
35 that employs the teacher, is evaluated by the school
36 district as demonstrating the competencies of a model
37 teacher, has participated in a rigorous review process,
38 and has been recommended for a one-year assignment
39 as a model teacher by a site-based or district-based
40 review council appointed pursuant to section 284.15,
41 subsection 3. A school district shall set as a
42 goal the designation of at least ten percent of
43 its teachers as model teachers, though the district
44 may enter into an agreement with one or more other
45 districts or an area education agency to meet this
46 goal through a collaborative arrangement. The terms
47 of the teaching contracts issued under section 279.13
48 to model teachers shall exceed by five days the terms
49 of teaching contracts issued under section 279.13 to
50 career teachers, and the five additional contract days

1 shall be used to strengthen instructional leadership in
2 accordance with this section. A model teacher shall
3 receive annually a salary supplement of at least two
4 thousand dollars.

5 *d. Mentor teacher.* A mentor teacher is a
6 teacher who is evaluated by the school district as
7 demonstrating the competencies and superior teaching
8 skills of a mentor teacher, and has been recommended
9 for a one-year assignment as a mentor teacher by a
10 site-based or district-based review council appointed
11 pursuant to section 284.15, subsection 3. In addition,
12 a mentor teacher shall hold a valid license issued
13 under chapter 272, participate in teacher professional
14 development as outlined in this chapter, demonstrate
15 continuous improvement in teaching, and possess the
16 skills and qualifications to assume leadership roles.
17 A mentor teacher shall have a teaching load of not
18 more than seventy-five percent student instruction to
19 allow the teacher to mentor other teachers. A school
20 district shall set as a goal the designation of at
21 least ten percent of its teachers as mentor teachers,
22 though the district may enter into an agreement with
23 one or more other districts or an area education
24 agency to meet this goal through a collaborative
25 arrangement. The terms of the teaching contracts
26 issued under section 279.13 to mentor teachers shall
27 exceed by ten days the terms of teaching contracts
28 issued under section 279.13 to career teachers, and
29 the ten additional contract days shall be used to
30 strengthen instructional leadership in accordance with
31 this section. A mentor teacher shall receive annually
32 a salary supplement of at least five thousand dollars.

33 *e. Lead teacher.* A lead teacher is a teacher
34 who holds a valid license issued under chapter 272
35 and has been recommended for a one-year assignment
36 as a lead teacher by a site-based or district-based
37 review council appointed pursuant to section 284.15,
38 subsection 3. The recommendation from the council must
39 assert that the teacher possesses superior teaching
40 skills and the ability to lead adult learners. A lead
41 teacher shall assume leadership roles that may include
42 but are not limited to the planning and delivery of
43 professional development activities designed to improve
44 instructional strategies; the facilitation of an
45 instructional leadership team within the lead teacher's
46 building, school district, or other school districts;
47 the mentoring of other teachers; and participation in
48 the evaluation of student teachers. A lead teacher
49 shall have a teaching load of not more than fifty
50 percent student instruction to allow the lead teacher

1 to spend time on co-teaching; co-planning; peer
2 reviews; observing career teachers, model teachers,
3 and mentor teachers; and other duties mutually agreed
4 upon by the superintendent and the lead teacher. A
5 school district shall set as a goal the designation of
6 at least five percent of its teachers as lead teachers,
7 though the district may enter into an agreement with
8 one or more other districts or an area education
9 agency to meet this goal through a collaborative
10 arrangement. The terms of the teaching contracts
11 issued under section 279.13 to lead teachers shall
12 exceed by fifteen days the terms of teaching contracts
13 issued under section 279.13 to career teachers, and
14 the fifteen additional contract days shall be used to
15 strengthen instructional leadership in accordance with
16 this section. A lead teacher shall receive annually a
17 salary supplement of at least ten thousand dollars.

18 3. *Requirements for implementation and receipt*
19 *of teacher leadership supplement funds.* Except as
20 otherwise provided in section 284.15, a school district
21 shall meet the requirements of section 284.15 in order
22 to implement a teacher leadership framework model
23 pursuant to this section and to be eligible to receive
24 funds under section 257.10, subsection 12.

25 Sec. 33. NEW SECTION. 284.17 Iowa teacher career
26 path model.

27 1. *Iowa teacher career path model.* To promote
28 continuous improvement in Iowa's quality teaching
29 workforce and to give Iowa teachers the opportunity
30 for career recognition that reflects the various roles
31 teachers play as educational leaders, an Iowa teacher
32 career path model is established for teachers employed
33 by school districts. The Iowa teacher career path
34 model requirements and the model's salary minimums are
35 as follows:

36 a. *Beginning teacher.*

37 (1) A beginning teacher is a teacher who meets the
38 following requirements:

39 (a) Has successfully completed an approved
40 practitioner preparation program as defined in section
41 272.1 or holds an intern teacher license issued under
42 chapter 272.

43 (b) Holds an initial or intern teacher license
44 issued under chapter 272.

45 (c) Participates in the beginning teacher mentoring
46 and induction program as provided in this chapter.

47 (2) Beginning July 1, 2014, the minimum salary
48 for a beginning teacher shall be thirty-five thousand
49 dollars.

50 b. *Career teacher.*

(1) A career teacher is a teacher who holds a statement of professional recognition issued under chapter 272 or who meets the following requirements:

- (a) Has successfully completed the beginning teacher mentoring and induction program and has successfully completed a comprehensive evaluation.
- (b) Is reviewed by the school district as demonstrating the competencies of a career teacher.
- (c) Holds a valid license issued under chapter 272.
- (d) Participates in teacher professional development as set forth in this chapter and demonstrates continuous improvement in teaching.

(2) Beginning July 1, 2014, the minimum salary for a first-year career teacher shall be thirty-seven thousand dollars.

c. Career II teacher.

(1) A career II teacher is a teacher who meets the requirements of paragraph "b", has met the requirements established by the school district that employs the teacher, and is evaluated by the review council as demonstrating the competencies of a career II teacher. The teacher shall have successfully completed a performance review in order to be classified as a career II teacher. Beginning July 1, 2014, the annual teacher leadership supplement paid to a first-year career II teacher shall be five thousand dollars.

(2) The contract term for a career II teacher shall exceed the contract term issued to a career teacher under section 279.13 by an additional five days. Approximately twenty-five percent of the career II teacher's total contract time shall be spent on noninstructional duties, which may include but not be limited to time spent mentoring beginning and career teachers and supervising student teachers who are participating in a field experience pursuant to section 272.25. Allocation of the career II teacher's time shall be mutually agreed to by the teacher and the school district.

(3) As an alternative to the twenty-five percent noninstructional time requirement of subparagraph (2), a career II teacher may spend at least five hours per week as a peer coach in addition to the normal teaching load. Compensation for peer coaching duties shall be computed using the career II teacher's hourly rate of compensation for the additional duties, which shall be performed during normal, noninstructional contract time. For purposes of this subparagraph, "peer coaching" means additional guidance in one or more aspects of the teaching profession provided to one or more teachers. Assignment as a peer coach shall

1 be based on either a request from a principal or from
2 an individual teacher upon approval of a principal.
3 Peer coaching shall include detailed preliminary
4 discussions as to areas in which the teachers being
5 coached desire to improve; formulation of an action
6 plan to bring about such improvement; in-class
7 supervision by the peer coach; postclass discussion of
8 strengths, weaknesses, and strategies for improvement;
9 and dialogue between the peer coach and students and
10 school officials regarding the teachers being coached.
11 A peer coach shall coordinate peer coaching activities
12 relating to training and professional development with
13 an area education agency where appropriate.

14 *d. Advanced teacher.*

15 (1) An advanced teacher is a teacher who meets the
16 following requirements:

17 (a) Receives the recommendation of the review
18 council that the teacher possesses superior teaching
19 skills and that the teacher should be classified as an
20 advanced teacher.

21 (b) Holds a valid license issued under chapter 272.

22 (c) Participates in teacher professional
23 development as outlined in this chapter and
24 demonstrates continuous improvement in teaching.

25 (d) Possesses the skills and qualifications to
26 assume leadership roles.

27 (2) Beginning July 1, 2014, the annual teacher
28 leadership supplement paid to a first-year advanced
29 teacher shall be thirteen thousand five hundred
30 dollars.

31 (3) The contract term for an advanced teacher shall
32 exceed the contract term issued to a career teacher
33 under section 279.13 by an additional ten days. The
34 goal of the contract shall be that at least fifty
35 percent of the advanced teacher's total contract time
36 be spent on noninstructional duties, which may include
37 but not be limited to time spent mentoring beginning
38 and career teachers and supervising student teachers
39 who are participating in a field experience pursuant to
40 section 272.25; developing, planning, and organizing
41 professional development; organizing peer review
42 groups; and selecting course materials. Allocation of
43 the advanced teacher's time shall be mutually agreed to
44 by the teacher and the school district.

45 (4) An advanced teacher may engage in peer
46 coaching under the conditions specified in paragraph
47 "c", subparagraph (3), and if so, compensation for
48 peer coaching duties shall be computed using the
49 advanced teacher's hourly rate of compensation for the
50 additional duties, which shall be performed during

1 normal noninstructional contract time.

2 2. *Staffing goals.* Each school district approved
3 under section 284.15 to implement the model in
4 accordance with this section shall meet the following
5 staffing requirements:

6 a. Employ at least one career II teacher in each
7 elementary school.

8 b. Employ at least one advanced teacher for every
9 three career II teachers employed.

10 c. Employ at least one career II teacher for each
11 of the following subject areas taught in secondary
12 school: English, mathematics, science, and social
13 studies.

14 3. *Requirements for implementation and receipt*
15 *of teacher leadership supplement funds.* Except as
16 otherwise provided in section 284.15, a school district
17 shall meet the requirements of section 284.15 in order
18 to implement an Iowa teacher career path model pursuant
19 to this section and to be eligible to receive funds
20 under section 257.10, subsection 12.

21 Sec. 34. NEW SECTION. **284.18 Instructional coach**
22 **model.**

23 1. *Instructional coach model.* The instructional
24 coach and curriculum and professional development
25 leader model shall include, at a minimum, the following
26 components:

27 a. *Beginning and career teacher levels.* The
28 beginning teacher and career teacher levels and minimum
29 salaries specified in section 284.17, subsection 1,
30 paragraphs "a" and "b", and the residency requirement
31 for a first-year beginning teacher that shall be the
32 same as set forth for an initial teacher in section
33 284.16, subsection 2, paragraph "a", subparagraph (2).

34 b. *Instructional coach level.* An instructional
35 coach shall, at a minimum, meet the requirements
36 specified for a career teacher in section 284.17,
37 subsection 1, paragraph "b", and engage full-time
38 in instructional coaching. For purposes of this
39 paragraph, "*instructional coaching*" means additional
40 guidance in one or more aspects of the teaching
41 profession provided to teachers. Assignment as an
42 instructional coach shall be based on either a request
43 from a principal or from an individual teacher upon
44 approval of a principal. Instructional coaching
45 shall include detailed preliminary discussions as
46 to areas in which the teachers being coached desire
47 to improve; formulation of an action plan to bring
48 about such improvement; in-class supervision by the
49 instructional coach; postclass discussion of strengths,
50 weaknesses, and strategies for improvement; and

1 dialogue between the instructional coach and students
2 and school officials regarding the teachers being
3 coached. An instructional coach shall coordinate
4 instructional coaching activities relating to training
5 and professional development with an area education
6 agency where appropriate. An instructional coach shall
7 receive a stipend of not less than five thousand nor
8 more than seven thousand dollars annually in addition
9 to the teacher's salary as a career teacher. A school
10 district approved to implement the instructional coach
11 model pursuant to section 284.15 shall employ at least
12 one instructional coach at each attendance center or at
13 least one instructional coach for every five hundred
14 students enrolled in an attendance center, whichever
15 number is greater.

16 *c. A curriculum and professional development leader*
17 *level.* A curriculum and professional development
18 leader shall at a minimum receive additional training
19 during the summer at the expense of the school
20 district. While receiving training pursuant to
21 this paragraph "c", the teacher shall be paid an
22 additional salary amount for time beyond the school
23 district's normal teaching contract at the applicable
24 per diem rate. The contract term for a curriculum
25 and professional development leader shall exceed
26 the contract term issued to a model teacher under
27 section 279.13 by an additional fifteen days, and
28 the curriculum and professional development leader
29 shall receive a stipend of not less than ten thousand
30 nor more than twelve thousand dollars annually in
31 addition to the teacher's salary as a career teacher.
32 A curriculum and professional development leader shall
33 do the following:

34 (1) Provide and demonstrate teaching on an ongoing
35 basis.

36 (2) Routinely work strategically with teachers in
37 planning, monitoring, reviewing, and implementing best
38 instructional practices.

39 (3) Observe and coach teachers in effective
40 instructional practices.

41 (4) Support teacher growth and reflective
42 practices.

43 (5) Work with and train classroom teachers to
44 provide interventions aligned by subject area.

45 (6) Support instruction and learning through the
46 use of technology.

47 (7) Actively participate in collaborative problem
48 solving and reflective practices which include but
49 are not limited to professional study groups, peer
50 observations, grade level planning, and weekly team

1 meetings.

2 2. *Requirements for implementation and receipt*
3 *of teacher leadership supplement funds.* Except as
4 otherwise provided in section 284.15, a school district
5 shall meet the requirements of section 284.15 in order
6 to implement an instructional coach model pursuant to
7 this section and to be eligible to receive funds under
8 section 257.10, subsection 12.

9 Sec. 35. NEW SECTION. **284.19 Comparable system**
10 **criteria.**

11 1. *Minimum requirements for comparable systems.* Any
12 Iowa teacher career path, leadership role, and
13 compensation model or comparable system approved
14 pursuant to section 284.15 and this section shall
15 include, at a minimum, the following components:

16 a. A minimum salary and a residency as provided in
17 section 284.16, subsection 2, paragraph "a".

18 b. Additional levels of compensation for
19 differentiated teacher roles, which shall not be less
20 than the per diem rate established for regular teaching
21 duties at the specified level prior to implementation
22 of the comparable system.

23 c. Multiple, differentiated teacher leadership
24 roles beyond the beginning or initial teacher and
25 career teacher levels, with a goal of making such
26 levels available to at least twenty-five percent of the
27 teacher workforce. Compensation at the differentiated
28 levels shall be commensurate with the additional
29 responsibilities of teachers who accept leadership
30 roles.

31 d. A rigorous selection process that involves
32 teachers in determining placement in, and retention
33 of, teacher leadership positions. The process shall
34 include the following components:

35 (1) A requirement that a teacher chosen for a
36 leadership role have not less than three years of
37 teaching experience and one year of teaching experience
38 in the school district.

39 (2) Exclusion of a teacher in a leadership role
40 from supervisory duties.

41 (3) A requirement that teacher leaders be
42 responsible for modeling best instructional practice,
43 mentoring initial teachers, acting as liaisons with
44 families, and helping colleagues prepare for peer group
45 reviews and evaluations conducted pursuant to section
46 284.8. Teacher leaders shall not be responsible for
47 purely administrative duties.

48 (4) Authorization for teacher leaders to
49 participate in a peer group review under section 284.8.

50 e. A professional development system facilitated

1 by teachers and aligned with the Iowa professional
2 development model adopted by the state board.

3 *f.* Hiring permanent professional staff, including
4 but not limited to retired teachers, at competitive
5 rates, in order for an attendance center or school
6 district to give teacher leaders time to focus on
7 leadership duties.

8 *2. Requirements for implementation and receipt*
9 *of teacher leadership supplement funds.* Except as
10 otherwise provided in section 284.15, a school district
11 shall meet the requirements of section 284.15 in order
12 to implement a comparable system pursuant to this
13 section and to be eligible to receive funds under
14 section 257.10, subsection 12.

15 DIVISION VI

16 MISCELLANEOUS PROVISIONS

17 Sec. 36. Section 256.9, subsection 53, paragraph c,
18 unnumbered paragraph 1, Code 2013, is amended to read
19 as follows:

20 Establish in collaboration with the state board of
21 regents, subject to an appropriation of funds by the
22 general assembly contingent on a specific appropriation
23 for such purpose, an Iowa reading research center.

24 Sec. 37. Section 256.9, subsection 53, paragraph
25 c, subparagraph (3), Code 2013, is amended to read as
26 follows:

27 (3) The center shall submit a report of its
28 activities to the general assembly by January 15
29 annually. By January 15, 2015, the annual report
30 shall include but not be limited to recommendations
31 regarding the following measures to support schools
32 in implementing chapter 284 with regard to the
33 prekindergarten through grade three years:

34 (a) Tools and strategies for assessing early
35 elementary school teachers to determine whether they
36 have the skills and abilities to serve as mentor
37 or lead teachers to other early elementary school
38 teachers.

39 (b) Specific training and professional development
40 to support the mentoring responsibilities of mentor
41 teachers and lead teachers.

42 (c) Assessment tools to identify struggling readers
43 and evidence-based measures designed to respond to the
44 needs of such students.

45 (d) Resources, guides, and informational materials
46 which parents and teachers may share to promote early
47 literacy.

48 Sec. 38. **NEW SECTION. 256.24 Competency-based**
49 **education grant program.**

50 1. Contingent on a specific appropriation for

1 these purposes, the department shall establish a
2 competency-based education grant program to award
3 grants to not more than ten school districts annually
4 for purposes of developing, implementing, and
5 evaluating competency-based education pilot and
6 demonstration projects.

7 2. The department shall develop grant application,
8 selection, and evaluation criteria.

9 3. Each pilot or demonstration project shall
10 be conducted for a minimum of one year, but may be
11 conducted for multiple school years as proposed by the
12 applicant and approved by the department.

13 4. Grant moneys shall be distributed to selected
14 school districts by the department no later than
15 December 1, 2013. Grant amounts shall be distributed
16 as determined by the department.

17 5. The department shall submit progress reports
18 analyzing the status and preliminary findings of
19 the projects to the state board, the governor, and
20 the general assembly by January 15 annually. The
21 department shall summarize the projects' findings,
22 including student achievement results, and submit the
23 summary and any recommendations in a final report to
24 the state board, the governor, and the general assembly
25 by January 15, 2019.

26 Sec. 39. NEW SECTION. 256.27 Economically
27 challenged schools grant program.

28 1. Contingent on a specific appropriation for
29 these purposes, the department shall establish an
30 economically challenged schools grant program to
31 award funds to school district attendance centers to
32 create pilot projects designed to meet the needs of
33 prekindergarten through grade twelve students who
34 are not proficient in reading or mathematics and to
35 involve the students' parents in supporting project
36 activities. Pilot project activities may include but
37 are not limited to establishing a longer school day,
38 longer school calendar, summer school, or intensive
39 reading and mathematics programs for such students.

40 2. The department shall develop grant application,
41 selection, and evaluation criteria. The priorities
42 for the grant funds shall include applications from
43 school districts with high percentages of students
44 who are below grade level in proficiency, or who are
45 eligible for free and reduced price meals under the
46 federal National School Lunch Act and the federal Child
47 Nutrition Act of 1966, 42 U.S.C. § 1751-1785, and shall
48 include providing project services on a voluntary
49 basis to students deemed at risk of not succeeding
50 in reading or mathematics. The department shall make

1 every reasonable effort to equitably distribute grant
2 funds geographically among rural and urban areas.

3 3. Each pilot project shall be conducted for a
4 minimum of one year, but may be conducted for multiple
5 school years as proposed by the applicant and approved
6 by the department.

7 4. The department shall submit progress reports
8 analyzing the status and preliminary findings of
9 the projects to the state board, the governor, and
10 the general assembly by January 15 annually. The
11 department shall summarize the projects' findings,
12 including student achievement results, and submit the
13 summary and any recommendations in a final report to
14 the state board, the governor, and the general assembly
15 by January 15, 2019.

16 5. This section is repealed effective June 30,
17 2019.

18 Sec. 40. NEW SECTION. 256.34 World language
19 education pilot project.

20 1. Contingent on a specific appropriation for
21 these purposes, the department shall establish a world
22 language education pilot project to enhance foreign
23 language education in Iowa schools. The department
24 shall administer the pilot project in partnership with
25 the university of northern Iowa and up to three school
26 districts. The department shall establish criteria for
27 the selection of school districts to participate in the
28 pilot project.

29 2. The department shall establish a world language
30 education administrative team to be composed of school
31 administrators from school districts participating
32 in the pilot project. Team members shall conduct
33 fact finding visits to schools in the United States
34 and at least one foreign school that exemplify best
35 practices for world class foreign language education
36 delivery models. A fact finding visit to a foreign
37 school pursuant to this section shall not be funded
38 with state moneys. Team members shall work with the
39 department and university of northern Iowa to develop
40 standards and benchmarks based on the latest edition of
41 the national standards for foreign language learning,
42 to develop a written and verbal assessment system that
43 measures foreign language competencies, and to support
44 participating school districts in the development of
45 curricula based on the latest edition of the national
46 standards for foreign language learning.

47 3. Each school district participating in the pilot
48 project, in coordination with the department, shall
49 compare on an annual basis its results under the pilot
50 project with state data to determine the outcomes of

1 the pilot project for student learning.

2 4. The world language education administrative
3 team, in coordination with the department and the
4 university of northern Iowa, shall submit its findings
5 and recommendations regarding the pilot project and
6 foreign language education in this state in a report to
7 the general assembly by December 19, 2014.

8 Sec. 41. Section 256C.4, subsection 1, paragraph e,
9 Code 2013, is amended to read as follows:

10 e. Preschool foundation aid funding shall not
11 be used for the costs of constructing a facility in
12 connection with an approved local program. Preschool
13 foundation aid funding may be used by approved local
14 programs and community providers for professional
15 development for preschool teachers, for instructional
16 equipment, for material and equipment designed to
17 develop pupils' large and small motor skills, and for
18 other direct costs. Preschool foundation aid funding
19 received by an approved local program that remain
20 unexpended or unobligated at the end of a fiscal year
21 shall be used to build the approved local program's
22 preschool program capacity in the next succeeding
23 fiscal year.

24 Sec. 42. Section 257.11, Code 2013, is amended by
25 adding the following new subsection:

26 NEW SUBSECTION. 7A. *Economically challenged schools*
27 *grant program.* Pupils who are eligible for free and
28 reduced price meals under the federal National School
29 Lunch Act and the federal Child Nutrition Act of 1966,
30 42 U.S.C. § 1751-1785, and who are enrolled in a school
31 district that is approved to create a pilot project
32 pursuant to section 256.27 shall receive a supplemental
33 weighting of one-tenth of one pupil. This subsection
34 is repealed effective June 30, 2018.

35 Sec. 43. Section 272.2, subsection 13, Code 2013,
36 is amended to read as follows:

37 13. Adopt rules to provide for nontraditional
38 preparation options for licensing persons who hold
39 a bachelor's degree from an accredited college or
40 university, ~~who~~ but do not meet other requirements for
41 licensure. However, prior to issuing licenses pursuant
42 to this subsection, the board shall recommend licensing
43 criteria to the general assembly. Licenses shall not
44 be issued under this subsection except pursuant to
45 statutory licensing criteria enacted pursuant to such
46 recommendations.

47 Sec. 44. Section 279.9, Code 2013, is amended to
48 read as follows:

49 **279.9 Use of tobacco, alcoholic beverages, or**
50 **controlled substances.**

1 1. ~~The rules shall prohibit the use of tobacco,~~
2 ~~including nicotine products, and the use or possession~~
3 ~~of alcoholic liquor, wine, or beer or any controlled~~
4 ~~substance as defined in section 124.101, subsection 5,~~
5 ~~by any student of the schools and the, or by anyone~~
6 ~~on school grounds, is prohibited. A school board may~~
7 ~~suspend or expel a student for a violation of a rule~~
8 ~~under this section. For violation of this section, a~~
9 ~~school board may remove a person from school grounds~~
10 ~~and may bar the person's future presence on school~~
11 ~~grounds.~~

12 2. As used in this section, "nicotine product"
13 means any product containing nicotine or any other
14 preparation of tobacco not described in section 453A.1,
15 and any product or formulation of matter containing
16 biologically active amounts of nicotine that is
17 manufactured, sold, offered for sale, or otherwise
18 distributed with the expectation that the product
19 or matter will be introduced into the human body.
20 "Nicotine product" does not include any cessation
21 product specifically approved by the United States food
22 and drug administration for use in reducing, treating,
23 or eliminating nicotine or tobacco dependence.

24 Sec. 45. Section 279.60, subsections 1 and 2, Code
25 2013, are amended to read as follows:

26 1. ~~Each school district shall administer a~~
27 ~~kindergarten readiness the teaching strategies gold~~
28 ~~early childhood assessment prescribed by the department~~
29 ~~of education to every resident prekindergarten or~~
30 ~~four-year-old child whose parent or guardian enrolls~~
31 ~~the child in the district, and to every kindergarten~~
32 ~~student enrolled in the district not later than the~~
33 ~~date specified in section 257.6, subsection 1. The~~
34 ~~assessment shall be aligned with state early learning~~
35 ~~standards and preschool programs shall be encouraged~~
36 ~~to administer the assessment at least at the beginning~~
37 ~~and end of the preschool program, with the assessment~~
38 ~~information entered into the statewide longitudinal~~
39 ~~data system. The department shall work to develop~~
40 ~~agreements with head start programs to incorporate~~
41 ~~similar information about four-year-old children served~~
42 ~~by head start into the statewide longitudinal data~~
43 ~~system.~~

44 2. ~~a. Each school district shall administer the~~
45 ~~dynamic indicators of basic early literacy skills~~
46 ~~kindergarten benchmark assessment or other kindergarten~~
47 ~~benchmark assessment adopted by the department of~~
48 ~~education in consultation with the early childhood Iowa~~
49 ~~state board to every kindergarten student enrolled~~
50 ~~in the district not later than the date specified in~~

1 ~~section 257.6, subsection 1.~~ The school district shall
2 also collect information from each parent, guardian,
3 or legal custodian of a kindergarten student enrolled
4 in the district, including but not limited to whether
5 the student attended preschool, factors identified by
6 the early childhood Iowa office pursuant to section
7 256I.5, and other demographic factors. Each school
8 district shall report the results of the community
9 strategies employed during the prior school year
10 pursuant to section 279.68, subsection 4, paragraph
11 "a", the assessment administered pursuant to subsection
12 1, and the preschool information collected to the
13 department of education in the manner prescribed
14 by the department not later than January 1 of that
15 school year. The early childhood Iowa office in the
16 department of management shall have access to the raw
17 data. The department shall review the information
18 submitted pursuant to this section and shall submit its
19 findings and recommendations annually in a report to
20 the governor, the general assembly, the early childhood
21 Iowa state board, and the early childhood Iowa area
22 boards.

23 ~~b. This subsection is repealed July 1, 2013.~~

24 Sec. 46. REPEAL. Section 256D.9, Code 2013, is
25 repealed.

26 Sec. 47. COMPETENCY-BASED EDUCATION TASK
27 FORCE RECOMMENDATIONS. Contingent on a specific
28 appropriation for these purposes, the department of
29 education shall implement the recommendations of the
30 competency-based education task force established
31 pursuant to 2012 Iowa Acts, chapter 1119, section 2,
32 relating to the development of model competencies, to
33 investigating and providing examples of templates that
34 will effectively and efficiently record and report
35 student achievement in a competency-based environment,
36 to developing the assessment validation rubric and
37 model assessments aligned to the competencies, and to
38 creating opportunities for professional development for
39 preservice and in-service for practitioners.

40 Sec. 48. SCHOOL DISTRICT REPORTING REQUIREMENT TASK
41 FORCE — STATE BOARD OF EDUCATION.

42 1. a. A reporting requirement review task force
43 is established consisting of five members who shall
44 be appointed by the director of the department of
45 education as follows:

46 (1) One member from nominees submitted by an
47 organization representing the boards of Iowa school
48 districts.

49 (2) One member from nominees submitted by an
50 organization representing Iowa school administrators.

1 (3) One member from nominees submitted by the
2 largest statewide certified employee organization
3 representing Iowa teachers.

4 (4) One member representing the department of
5 education.

6 (5) One member representing the general public.

7 b. The member representing the department of
8 education shall convene the initial meeting, at which
9 the members shall elect a chairperson.

10 2. The department of education shall compile a
11 list of reports that school districts are required to
12 submit to the department biennially or more frequently.
13 The department shall submit the list to the reporting
14 requirement review task force by September 3, 2013.

15 3. The task force shall review the list submitted
16 by the department pursuant to subsection 2. For
17 each reporting requirement listed, the task force
18 shall produce written justification for continuing,
19 modifying, or eliminating the requirement. The task
20 force shall compile its written justifications in a
21 report the task force shall submit to the state board
22 of education and to the general assembly by December
23 2, 2013.

24 4. The state board of education shall review the
25 report submitted pursuant to subsection 3, and shall
26 determine which of the task force recommendations
27 for modifying or eliminating requirements may be
28 accomplished by administrative rule and which must be
29 accomplished by statute. The state board shall submit
30 its findings and recommendations, including plans for
31 board action relating to administrative rules and board
32 recommendations for specific statutory changes, in a
33 report to the general assembly by February 3, 2014.

34 Sec. 49. SCHOOL YEAR-LONG STUDENT TEACHING FIELD
35 EXPERIENCE REQUIREMENT — STUDY.

36 1. a. Each practitioner preparation program
37 offered at an institution of higher learning governed
38 by the state board of regents shall convene a
39 study committee of education faculty members to
40 study the feasibility of establishing professional
41 development schools for preservice teacher candidates
42 in collaboration with school districts, and the
43 feasibility of requiring students enrolled in
44 practitioner preparation programs to complete a field
45 experience lasting one full school year.

46 b. Each study committee shall evaluate for its
47 institution the following issues relating specifically
48 to a proposed professional development school and
49 relating specifically to a proposed full school year of
50 student teaching field experience:

1 (1) The impact on the likelihood a student will
2 graduate within four years, including but not limited
3 to consideration of the cost to a student, student debt
4 load, and class scheduling.

5 (2) The impact on university faculty and the need
6 to employ more faculty, including the need to deliver
7 coursework and supervision to student teachers in the
8 field.

9 (3) The availability of an adequate number of
10 placements in prekindergarten through grade twelve
11 schools and the impact on a school district, including
12 but not limited to the district's cost to compensate
13 cooperating teachers.

14 (4) The likely impact on the abilities and
15 performance of a student teacher and whether the
16 benefits outweigh the costs.

17 (5) The likely impact on student achievement of
18 students in the student teacher's classroom.

19 c. The study committees convened pursuant to
20 paragraph "a" shall submit their findings and
21 recommendations in a report to the state board of
22 regents, the department of education, the board of
23 educational examiners, the governor, and the general
24 assembly by December 2, 2013.

25 2. The Iowa association of independent colleges
26 is encouraged to form a study committee comprised
27 of education faculty members with duties similar to
28 those provided for in subsection 1 for its member
29 institutions which offer approved practitioner
30 preparation programs, and to submit any resulting
31 findings and recommendations to the general assembly
32 by December 2, 2013.

33 Sec. 50. EFFECTIVE DATE. The following provision
34 or provisions of this division of this Act take effect
35 June 30, 2013:

36 1. The section of this division of this Act
37 amending section 279.60, subsection 2, paragraph "b".

38 Sec. 51. EFFECTIVE UPON ENACTMENT. The following
39 provision or provisions of this division of this Act,
40 being deemed of immediate importance, take effect upon
41 enactment:

42 1. The section of this division of this Act
43 repealing section 256D.9.

44 2. The section of this division of this Act
45 amending section 272.2.

46 DIVISION VII

47 STATE SCHOOL FOUNDATION PROGRAM

48 Sec. 52. Section 257.8, subsections 1 and 2, Code
49 2013, are amended to read as follows:

50 1. *State percent of growth.* ~~The state percent of~~

1 ~~growth for the budget year beginning July 1, 2010,~~
2 ~~is two percent.~~ The state percent of growth for the
3 budget year beginning July 1, 2012, is two percent.
4 The state percent of growth for the budget year
5 beginning July 1, 2013, is four percent. The state
6 percent of growth for the budget year beginning July
7 1, 2014, is four percent. The state percent of growth
8 for each subsequent budget year shall be established
9 by statute which shall be enacted within thirty days
10 of the submission in the year preceding the base year
11 of the governor's budget under section 8.21. The
12 establishment of the state percent of growth for a
13 budget year shall be the only subject matter of the
14 bill which enacts the state percent of growth for a
15 budget year.

16 2. *Categorical state percent of growth.* The
17 ~~categorical state percent of growth for the budget~~
18 ~~year beginning July 1, 2010, is two percent.~~ The
19 categorical state percent of growth for the budget
20 year beginning July 1, 2012, is two percent. The
21 categorical state percent of growth for the budget
22 year beginning July 1, 2013, is four percent. The
23 categorical state percent of growth for the budget
24 year beginning July 1, 2014, is four percent. The
25 categorical state percent of growth for each budget
26 year shall be established by statute which shall
27 be enacted within thirty days of the submission in
28 the year preceding the base year of the governor's
29 budget under section 8.21. The establishment of the
30 categorical state percent of growth for a budget year
31 shall be the only subject matter of the bill which
32 enacts the categorical state percent of growth for a
33 budget year. The categorical state percent of growth
34 may include state percents of growth for the teacher
35 salary supplement, the professional development
36 supplement, and the early intervention supplement.

37 Sec. 53. CODE SECTION 257.8 — IMPLEMENTATION. The
38 requirements of section 257.8, subsections 1 and
39 2, regarding the enactment of bills establishing
40 the regular program state percent of growth and the
41 categorical state percent of growth within thirty days
42 of the submission in the year preceding the base year
43 of the governor's budget and regarding the subject
44 matter limitation of such bills do not apply to this
45 division of this Act.

46 Sec. 54. EFFECTIVE UPON ENACTMENT. This division
47 of this Act, being deemed of immediate importance,
48 takes effect upon enactment.

49 Sec. 55. APPLICABILITY. This division of this
50 Act is applicable for computing state aid under the

1 state school foundation program for the school budget
2 years beginning July 1, 2013, and July 1, 2014, as
3 appropriate.

4 DIVISION VIII

5 PARENT LIAISON COUNSELOR PILOT PROGRAM

6 Sec. 56. NEW SECTION. 280.30 Parent liaison
7 counselor pilot program.

8 1. A parent liaison counselor pilot program is
9 established to be administered by the department of
10 education. The goals of the program shall be to raise
11 student achievement, as measured by increasing high
12 school graduation rates, increasing the percentage of
13 high school graduates who are qualified to enroll in a
14 college or university, and increasing the percentage of
15 students who successfully complete college preparatory
16 coursework while enrolled in high school. The
17 department of education shall adopt measures which
18 reflect the goals of the program for the purpose of
19 assessing the effectiveness of the program.

20 2. A school district identified by the department
21 of education as having a persistently lowest-achieving
22 school may participate in the program and shall
23 employ one parent liaison counselor. A parent liaison
24 counselor shall be a guidance counselor licensed under
25 chapter 272 who is currently employed by the school
26 district. The guidance counselor shall be issued a
27 full-time contract for the full school year. The
28 additional contract days shall be used to administer
29 the program.

30 3. A parent liaison counselor shall have the
31 following duties:

32 a. Meeting and working with targeted students
33 and the parents of targeted students, whether at a
34 student's home or in a student's school, regarding
35 course selection, career planning, and postsecondary
36 preparation.

37 b. For targeted students in middle school, focusing
38 primarily on helping targeted students and the parents
39 of targeted students with advance planning and course
40 selection for high school.

41 4. For purposes of this section, targeted students
42 are students who have unrealized academic potential and
43 whose circumstances inhibit their academic performance,
44 including but not limited to students who are limited
45 English proficient, students in special education,
46 students in individualized education programs, students
47 from families with a family income at or below two
48 hundred percent of the federal poverty level as defined
49 by the most recently revised poverty income guidelines
50 published by the United States department of health

1 and human services, students with ongoing attendance
2 issues, and other at-risk student populations
3 identified by the department of education.
4 5. The department of education shall submit a
5 report to the general assembly, annually by December
6 15, on the parent liaison counselor pilot program.
7 6. This section is repealed June 30, 2016.>
8 2. Title page, by striking lines 6 through 10 and
9 inserting <establishing a fee; and including effective
10 date and applicability>

COMMITTEE ON EDUCATION
HERMAN C. QUIRMBACH, CHAIRPERSON